

ST. MARK'S C of E PRIMARY ACADEMY

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ST. MARK'S
C OF E PRIMARY ACADEMY

'Inspiring minds, achieving excellence, nurturing faith'

ACCESSIBILITY POLICY

Our Vision

Inspiring minds, achieving excellence, nurturing faith

We are a small and caring, family orientated Church of England Academy serving our local community.

Our vision for our children is to inspire them through our values based ethos, encouraging a life-long love of learning and a determination to excel and grow into compassionate, resilient and responsible adults of the future.

Our Mission

As a Church of England Academy, Christian values are central to the life of our school, where we worship together, serve together and grow together. We build relationships based on honesty, respect and trust. Our learning environment provides a happy, calm and purposeful atmosphere with a culture of high expectations for all. We educate and nurture the whole child through an exciting and creative curriculum which develops children's knowledge, skills and experience across a broad subject range encouraging all to excel.

St Mark's C of E Primary Academy Accessibility Plan 2016-2019

Purpose

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful.

Schools are required to carry out accessibility planning to increase access for disabled pupils.

The definition of disability under the law is a wide one. A disabled person is someone who has a

'Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities'.

Linked Policies

St Mark's Primary Academy is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy and guidance documents:

- Safeguarding
- Special Educational Needs
- Single Equality Scheme

Policy

The Academy Trust aims to reduce and eliminate barriers to access the curriculum and to do all it can to ensure full participation in the Academy community for pupils.

The Trust also aims to meet the needs of disabled staff and parents and visitors so they are accommodated in the school environment as far as is reasonably practical.

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils. It aims to:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery of information to disabled pupils in an accessible format

The school's Accessibility Plan will be resourced, implemented, and revised as necessary. It will be reviewed annually and renewed every three years.

Attached is an action plan showing how the school will address priorities identified in the plan.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

St Mark's Primary Academy Accessibility Plan

1. Improving Participation in the Curriculum

| Priority | Lead People | Strategy / Action | Resources | Time | Success Criteria |
|--|-------------|--|---|---|--|
| Training for teachers on differentiating the curriculum and effective communication with parents | SLT / HT | <p>Ongoing programme of staff training, coaching, observation and monitoring</p> <p>Termly meetings with parents of SEND pupils arranged.</p> <p>Workshops and coffee mornings for parents of SEND pupils arranged</p> | <p>Training time TA time allocated</p> <p>Planning time and workshop time</p> | <p>In place & ongoing</p> <p>In place – to be increased to termly</p> | <p>Increased access to the curriculum Needs of all learners met Parents fully informed</p> <p>Parents are informed and supported to work in partnership with school to improve outcomes for their children</p> |

| Priority | Lead People | Strategy / Action | Resources | Time | Success Criteria |
|---|--------------|---|------------------------------------|---|---|
| Training for staff on increasing access to the curriculum for disabled pupils | SENCo/SLT/HT | Epipen training Physical handling training Training from SALT, EP | Training time TA time allocated | In place & ongoing: Epipen as and when needed Training Autumn 2016 and Spring 2016 Physical Handling SALT training Autumn 2016 | Increased access to the curriculum Needs of all learners met Staff competence and confidence increases access to the curriculum |

| Priority | Lead People | Strategy / Action | Resources | Time | Success Criteria |
|--|-------------|--|-------------------|--|------------------|
| <p>Effective use of resources to increase access to the curriculum for disabled pupils</p> | | <p>Access to courses, CPD</p> <p>Ongoing guidance from specialists e.g. sensory support team for children with visual or hearing impairment, physiotherapists, Educational Psychology Team, Speech and Language therapy, CAMHs (Child and Adolescent Mental Health), Victoria House Pupils referral Unit, Occupational Therapy Locality Early Intervention Advisory service, moving and handling advisors, etc to meet needs of current pupils</p> | <p>CPD Budget</p> | <p>Half termly staff meetings with SEND updates</p> <p>On going and in place as and when required to meet individual needs</p> | |

| Priority | Lead People | Strategy / Action | Resources | Time | Success Criteria |
|--|-----------------|---|---|----------------------|---|
| Improve the quality of provision for children with specific special needs. | SENCo/ SLT / HT | Provide a tranquil space where children who need a calm space to work have access to a space and support for learning | Reflective Thinking Classroom staffed during school day | In place and ongoing | The school experience enhanced for children with specific special needs. · |

2. Improving Physical Environment

| Priority | Lead People | Strategy / Action | Resources | Time | Success Criteria |
|---|-------------|--|--|--|---|
| <p>Provision of wheelchair accessible toilets with changing facilities</p> <p>Designated storage space for specialist equipment</p> | | <p>Maintain a wheelchair accessible toilet with changing table.</p> <p>Consider future plan for hoist and wet room</p> <p>Use of disabled changing room for storage of equipment not in use – e.g. chair, standing frame</p> | <p>Build into budget</p> <p>In place</p> | <p>In place and ongoing</p> <p>Future plan as and when required to meet needs.</p> | <p>Physical accessibility of school increased</p> |

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|---|-----------------|--|---|---|---|
| <p>Access into school and reception to be fully compliant</p> | <p>SBM / HT</p> | <p>Designated disabled parking - 1 space</p> <p>Buzzer and signage at entrance door for assisted entry to building (at low level)</p> <p>Clear route through school for disabled people, allowing access to all areas. Additional ramp to be installed to respond to specific access needs.</p> <p>Currently Year 6 on 2nd storey but would be relocated to meet specific</p> <p>Wide doors and corridors and low handles</p> | <p>Cost of equipment</p> <p>Cost of additional ramp</p> | <p>In place and ongoing</p> <p>In place and ongoing</p> <p>Future plan as and when required</p> <p>In place</p> | <p>Physical accessibility of school increased</p> |
| <p>Improvements to help the hearing impaired</p> | <p>SBM/HT</p> | <p>Install hearing loop/ lights linked to fire alarms to respond to specific profound hearing needs</p> | | <p>Future plan as and when required</p> | |

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|---|----------|---|--|-------------|---|
| Improve signage to indicate access routes around school | SBM / HT | Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school Provide access plan of building in reception area and on school website | Cost of signs | Autumn 2017 | Disabled people aware of wheelchair access to all parts of the school |
| Maintain Safe Access around exterior of school | SBM/HT | Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise. | Cost included in ground`s maintenance contract | ongoing | Disabled people to move unhindered along exterior pathways |
| | SMB/HT | Awareness of flooring, furniture and layout in planning for disabled pupils. | | Ongoing | |

3. Improve the Delivery of Written Information

| Priority | Lead People | Strategy / Action | Resources | Time | Success Criteria |
|---|------------------|---|--|--------------------|--|
| Availability of written material in alternative formats | Office/SLT/SENCO | Staff aware of services available through LA Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect. | Contact details & cost of translation / adaptation | In place & ongoing | Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents. |

| Priority | Lead People | Strategy / Action | Resources | Time | Success Criteria |
|---|--------------------|--|---|----------------------|--|
| School prospectus, newsletters and other information for parents to be available in alternative formats when requested. | Office/SLT/SENCO | School information to be available in alternative format when requested. | | In place and ongoing | Improved delivery of information to parents and the local community. |
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| Ensure documents accessible for pupils with visual impairment | Classteacher/SENCO | Seek and act on advice from sensory support advisor on individual pupil requirements. Use of magnifier where appropriate. Ensure large, clear font used in documentation | Loan/purchase costs of magnifier or other specialist equipment. | | Pupils able to access school documentation |

